

Suffolk SENDIASS Development Plan 2020-2023

Reviewed by the SENDIASS Advisory body (to be reviewed thereafter annually)	Date: 16/11/20
---	----------------

Service	Delivery	Minimum Standards – National framework for IAS services	Measuring outcomes	RAG rated
<p>Service offer: To provide Suffolk families with accurate impartial and confidential information, advice and support on matters relating to SEND.</p> <p>Information, advice and support is provided to children, young people and their parents/carers to help them understand and navigate the law relating to SEND, processes around education, health and</p>	<p>Accessible Information, advice and support is provided in a range of ways:</p> <ul style="list-style-type: none"> a) website b) digital resources c) newsletters d) social media e) group sessions and workshops f) telephone helpline g) email h) text i) face-to-face and virtual meetings 	<p>3.1 The IASS provides; Impartial information, advice and support (IAS) on the full range of education, health and social care as defined in the SEND Code of Practice to the following service users –</p> <ul style="list-style-type: none"> a) children b) young people c) parents <p>This support is offered in a range of ways which includes face to face, a telephone helpline, email, website and social media</p> <p>3.2 The IASS provides branded information and promotional materials in a range of accessible formats.</p> <p>3.3 The IASS has a stand-alone service website that is accessible to all service users.</p>	<p>Information and resources are accessible on a stand-alone website, via social media and in hard copy.</p> <p>Annual report includes:</p> <ul style="list-style-type: none"> a) Page views of the SENDIASS website b) Social media, video views and newsletter reach c) Numbers attending 	

<p>social care, and to exercise their rights and wishes in matters including provision, educational placement, exclusion, complaints, SEND processes, and SEND appeals.</p> <p>A flexible programme of training on a range of SEND topics is offered for parents and carers and practitioners. Our suite of digital resources supports our training offer.</p> <p>Regular webinars are commissioned by School's Choice for Governor's</p>	<p>The service signposts to the Local Offer and CYP/parent forums. COVID-19 has impacted ways of working. The lockdown resulted in a reduction in numbers accessing the service during the summer term 2020. The team have been adapting to provide our information and advice virtually and preparing for an expected increase in demand in the Autumn term.</p> <p>Website has been updated to 2020 accessibility standards. Some elements are with the developer and outside of the service control.</p>	<p>3.4 The IASS provides advocacy support for individual children, young people, and parents that empowers them to express their views and wishes and helps them to understand and exercise their rights in matters including exclusion, complaints, SEND processes, and SEND appeals.</p> <p>3.5 The IASS provides information, advice and support before, during and following a SEND Tribunal appeal in a range of different ways, dependent on the needs of the parent or young person. This will include representation during the hearing if the parent or young person is unable to do so.</p> <p>3.6 The IASS offers training to local education, health and social care professionals, children, young people and parents to increase knowledge of SEND law, guidance, local policy, issues and participation.</p>	<p>training/webinars/workshops</p> <ul style="list-style-type: none"> d) Number of service-users directly accessing the service during the period e) Number of new service-users f) Service-user feedback g) Information, resources and training development <p>Trends, service-user feedback and training evaluations are reviewed each term to inform the information and training offer.</p>	
<p>SENDIASS assessment of service offer: September 2020</p> <p>The permanent Service Lead has been absent for a significant period. The team have been exceptional in their approach, ensuring families accessing the service continue to receive high quality information, advice and support despite a reduction in resources.</p> <p>Interim Service Lead cover has been provided by two team members for the last 12 months and resources from key areas of the service have been diverted. If this arrangement continues into 2021, this could impact on the service's ability to meet the required Minimum Standards and the development priorities outlined in this plan.</p>				

Assessment of service offer				RAG
September 2021:				
September 2022:				
September 2023:				
Staff training: SENDIASS staff must be trained to IPSEA standards.	Whole team have completed IPSEA Levels 1 to 3 SEND legal training.	4.1 All advice and support providing staff successfully complete all online IPSEA legal training levels within 12 months of joining the service.	N/A – no new joiners to service	
SENDIASS assessment Sep 2020: Staff have been trained to IPSEA standards. One team member to complete level 3. Ongoing personal development linked to priority 9.				●
Assessment of staff training				
September 2021:				
September 2022:				
September 2023:				

Development priority	Actions	Rationale	Outcomes	RAG rated
1. COVID-19 recovery plan	<p>Agree protocols for ongoing working arrangements.</p> <p>Carry out risk assessments for face-to-face meetings/visits.</p> <p>Incorporate updates to our information around COVID-related policy and impacts.</p> <p>Review feedback from service-users</p>	<p>The pandemic resulted in the service adapting to support families virtually and with additional information as a result of COVID-19.</p> <p>On the whole this has worked well, though there have been barriers for some families.</p> <p>Looking forward, the service needs to continue to review it's working arrangements.</p>	<p>Recovery plan in place</p> <p>Service-user needs continue to be met.</p> <p>SENDIASS staff feel safe to carry out their duties.</p>	
SENDIASS assessment of progress towards outcomes Sep 2020: Staff are employed by SCC and the service is therefore aligning with SCC guidance around face-to-face work. The service, though not critical to LA operations, supports vulnerable families and will be cautious to ensure risks are carefully managed.				
Assessment of progress with development priority 1				
September 2021:				
September 2022:				
September 2023:				
2. Resourcing: a) Jointly commissioned service	Service Level Agreement to be submitted to commissioners for review.	Minimum standards: 1.1 The IASS is jointly commissioned by education, health and social care in accordance with the CFA 2014. A formal agreement is set out in writing which refers directly to these Minimum Standards, whilst also	The service is jointly commissioned by education, health and social care partners.	

<p>b) Development priorities</p>		<p>considering the need for continuity and stability of the service</p> <p>The service has been receiving additional funding from a national programme (IASP) to help us achieve our development goals. We are entering the final stages of the current arrangement and we do not know if this will be continued.</p> <p>Additional funding may be required to enable resourcing the service to develop our offer to meet the required Minimum Standards.</p>	<p>Education, health and care partners fully understand the remit of the service.</p>	
<p>SENDIASS assessment of progress towards outcomes Sep 2020: Additional hours for 3 IAS workers have been funded due to the underspend related to the long-term absence of the Service Lead. In addition, one full-time team member is on a temporary contract which was funded by IASP. The service is unlikely to be able to meet the required Minimum Standards ongoing without continued funding for this post.</p>				
<p>Assessment of progress with development priority 2</p>				
<p>September 2021:</p>				
<p>September 2022:</p>				
<p>September 2023:</p>				

3. Recruitment of Service Lead	Interim cover for the role. SCC will be advertising for the role and it is expected a permanent lead will be appointed by end 2020.	Minimum standards: 2.1 Each IASS has a manager based solely within the service, without additional LA/CCG or host body roles. They have responsibility for strategic planning, service management and delivery, and quality assurance. Due to long-term sickness absence, the service has been operating without a Service Lead for a significant period of time.	A permanent Service Lead will have been appointed	
SENDIASS assessment of progress towards outcomes Sep 2020: The service is required to provide and communicate information and advice in a wide range of formats. The Information Officer is covering in the interim, but has over 100 webpages of information to maintain and is responsible for; developing new information and content; communicating to service users and partners via e-newsletters; Suffolk Headlines; social media and raising the profile of SENDIASS in various groups. This work has been impacted due to covering the Service Lead role.				
Assessment of progress with development priority 3				
September 2021:				
September 2022:				
September 2023:				

<p>4. Steering group: The service will build on existing stakeholder involvement and seek to engage service-users and extend to partners across education, health and social care services</p>	<p>Our initial meeting will take place where we establish terms of reference and look to review/agree the service development plan.</p>	<p>Minimum standards: 1.7 The Governance arrangements outline a clear management structure, encompassing a strategic manager within the IASS and a steering group or advisory body which includes representatives from service user groups and key stakeholders from education, social care and health.</p>	<p>A SENDIASS Steering Group will be established comprising of service users, local parent forums, professionals with an interest in SEND, local authority and partner representatives.</p> <p>CYP and their parents/carers are involved in designing and reviewing the service.</p>	
<p>SENDIASS assessment of progress towards outcomes Sep 2020: Work on this priority had begun in the Spring but the first meeting was cancelled due to lockdown. The service intends to arrange this virtually in the Autumn 2020 term.</p>				
<p>Assessment of progress with development priority 4</p>				
<p>September 2021:</p>				
<p>September 2022:</p>				
<p>September 2023:</p>				

<p>5. Increase engagement with young people.</p> <p>Continue to identify opportunities to reach CYP</p> <p>Discussions will input directly to co-producing our CYP offer.</p>	<p>Work with the SEND YP Network through the Engagement hub</p> <p>Use a range of communication to reach post-16 providers, CYP services and forums to raise awareness of SENDIASS and the support it provides.</p> <p>Develop children and young person friendly information to engage them in developing and accessing support tools and training.</p>	<p>Minimum standards require SENDIASS to provide information, advice and support including advocacy for children and young people directly</p>	<p>CYP are supported to access the service.</p> <p>Increased number of children and young people have accessed the service independently and have accessible information, advice and support.</p> <p>Service feedback indicates the information, advice and support needs of CYP are being met.</p> <p>Suffolk CYP are more informed about SEND processes and know how to access support to take part in decisions.</p>	
<p>SENDIASS assessment of progress towards outcomes Sep 2020:</p> <p>Previous co-production with children and young people identified they wanted something different from our service. We will need to consider this feedback when designing our offer and resources, in particular, when we procure a new website (see priority 6)</p>				
<p>Assessment of progress with development priority 5</p>				
<p>September 2021:</p>				
<p>September 2022:</p>				
<p>September 2023:</p>				

<p>6. Information offer:</p> <p>a) Accessibility. The website is partially compliant with regulations and the service has published an Accessibility statement.</p> <p>b) Replacement website Work has begun to determine website requirements.</p>	<p>Replace documents uploaded online to regulations.</p> <p>Provide script for new videos.</p> <p>Replace embedded videos across site and include script alternative</p> <p>Identify providers to quote for a new website/content management system, external to SCC.</p> <p>Consult with service-users on the design and content.</p>	<p>Minimum standards require a stand-alone service website, to include a range of accessible information across education, health and social care topics.</p> <p>The current content management system (ECMS) is SCC owned but the digital team will not be supporting ECMS in the long-term. Developers are unable to make the updates required to meet accessibility standards.</p> <p>Ensure the website will meet the needs of children and young people who told us they would like:</p> <ul style="list-style-type: none"> • Help with navigation and understanding lots of information • Some interactive features • To be able to connect with others and support with feeling isolated <p>Also links with priority 5</p>	<p>Website meets WCAG V2.1 (AA standard) regulations.</p> <p>Project is under development.</p> <p>Engagement with service users, including young people, has informed the procurement of a platform provider.</p>	
--	--	--	---	--

<p>c) Development New web content, written resources, e-newsletters and social media posts link to trends e.g. ‘COVID-19’ ‘Back to school’</p> <p>d) Social media strategy The service regularly shares information via social media.</p>	<p>Monitor trends and service-user feedback to inform content development.</p> <p>Links with priority 4 – steering group guides areas of development and priority 8 -refining data to identify specific issues.</p> <p>Repeat mailshot campaigns to schools/providers</p> <p>Plan social media campaigns which link to local and national themes and with priority 8.</p>	<p>Service can be responsive to the needs of families by targeting specific issues and providing information in a range of formats.</p> <p>To enable the service to assess the impact of social media campaigns.</p>	<p>Impact assessment – numbers accessing the service including ‘new to service’, page views, video, social media and e-newsletter reach.</p> <p>Service-user feedback and ‘outcomes’ show IAS needs are being met.</p> <p>Service has developed a proactive social media timeline. Campaign reach is tracked and informs strategy.</p>	
<p>SENDIASS assessment of progress towards outcomes Sep 2020: Work in this area is guided by the Information Officer and progress is impacted due to covering the Service Lead role. The service anticipates a significant investment will be required to procure the contract for a dynamic new website which meets the needs of service-users.</p>				
<p>Assessment of progress with development priority 6</p>				
<p>September 2021:</p>				
<p>September 2022:</p>				
<p>September 2023:</p>				

<p>7. Training offer: Information sessions to be adapted so they are appropriate virtually.</p> <p>Build on our success with working with specialist services to deliver sessions for parents around specific issues.</p> <p>Identify opportunities to extend and promote training offer to partner services and to develop opportunities to support their training, where SEND issues may be raised.</p> <p>Digital resources to be extended to support the adapted training.</p>	<p>Use data and service-user feedback to determine specific information sessions.</p> <p>Develop digital resources to support our training offer.</p> <p>Co-produce sessions with key partners.</p> <p>Work with partners to co-produce, identify learning needs and either provide training (or support the delivery of).</p> <p>Feedback and data are routinely reviewed.</p>	<p>Information sessions have previously been provided face-to-face. Working arrangements due to the pandemic have meant we need to offer these remotely. Existing sessions require adapting so they work virtually.</p> <p>To enable us to meet the changing needs of service-users, we will be flexible and responsive to trends.</p> <p>Digital resources can be easily accessed.</p> <p>Minimum standards require the service to be offering training to partner services across Education, Health and Social care around SEND law processes and participation.</p>	<p>Numbers accessing digital resources/training sessions and service-user feedback indicate success.</p> <p>Education, health and care partners are aware of training offered by the service.</p> <p>SENDIASS and LA specialist services regularly partner to deliver virtual sessions to parents/carers and practitioners around SEND.</p> <p>Services and practitioners value the SENDIASS training offer.</p> <p>The service contributes to the SEND learning offer and corresponds with the Suffolk SEND Strategy.</p>	
---	---	--	--	--

SENDIASS assessment of progress towards outcomes Sep 2020:

Continuous development of sessions, resources and co-production ongoing. Caution as we move forward with the programme of new sessions, which are likely to require diversion of team resources to support the delivery.



Assessment of progress with development priority 7

September 2021:

September 2022:

September 2023:

<p>8. Influence policy and practice by working with local partners across education, health, social care, the voluntary sector and parent and young people forums.</p>	<p>Explore how we can refine our data capture to identify specific issues. This will enable the service to provide meaningful information which informs policy and practice.</p> <p>Identify opportunities to work/co-produce with services and partner agencies.</p> <p>Encourage the CYP voice and use of person-centred tools and practices.</p>	<p>Minimum standard 2.3 'The IASS works with local partners, including local parent and young people forums to inform and influence policy and practice in the local area.'</p>	<p>Trends communicated with SEND partners and informs policy, practice, priorities and the Suffolk SEND Strategy (there will be a new strategy formulated during this period).</p> <p>Data is considered alongside education, health and care KPI's</p> <p>Education, health and care partners, parent and children's and young people's forums work, and consult, with SENDIASS.</p> <p>Service has been able to share the voice of CYP and their parents/carers with partner agencies.</p> <p>Improved outcomes for CYP in Suffolk.</p>	
<p>SENDIASS assessment of progress towards outcomes Sep 2020: Service is confident at being able to make progress with the outcomes, provided permanency of Service Lead is resolved.</p>				

Assessment of progress with development priority 8				
September 2021:				
September 2022:				
September 2023:				
<p>9. Review consistency of service and identify capacity or training needs/service development.</p>	<p>Interrogate data about referrals and service-user feedback.</p> <p>Experiment with alternatives to manage demand for 1:1 direct support, e.g. webchat; drop-in clinics</p> <p>Explore caseload management training and any other individual or team training needs.</p> <p>Establish protocol for caseload supervision E.g:</p> <ul style="list-style-type: none"> a) conversion rate of helpline to casework b) level and type of support c) cases open 	<p>Minimum standards:</p> <p>4.2 The service routinely requests feedback from service users and others and uses this to further develop the work and practices of the service.</p> <p>4.3 All IASS staff and volunteers have ongoing supervision and continuous professional development.</p>	<p>Service is better equipped to manage increasing demand for 1:1 advice.</p> <p>Feedback from service-users (including training evaluations) continues to be positive.</p> <p>Success is celebrated.</p> <p>SENDIASS staff feel valued, have an understanding of professional development opportunities, and can visualise their progression pathway.</p>	

	<ul style="list-style-type: none"> d) length of time open to service e) time spent f) outcomes g) service feedback 			
SENDIASS assessment of progress towards outcomes Sep 2020: Service is expecting contacts and referrals to increase in line with, or higher than, the level seen pre-COVID. Some gains could be made with exploring alternatives for delivering information and advice, or through applying caseload management principles. We are at an exploratory stage though and we need a period of time to determine what may work.				
Assessment of progress with development priority 9				
September 2021:				
September 2022:				
September 2023:				
10. EAL: Identify best ways to reach families where English is an additional language (EAL)	Build on our work already with schools in the Ipswich area and extend wider across Suffolk.	Minimum Standards require our service to be accessible. EAL families have additional language and cultural barriers. Commitment within our IASP funding	Service has gathered significant views which inform how the service can reach these families.	
SENDIASS assessment of progress towards outcomes Sep 2020: Work has begun with drafting a survey to be sent to schools/PRU's/Colleges to gain feedback about the best ways we could reach EAL families. It is anticipated this will be ready to circulate in the Autumn term.				
Assessment of progress with development priority 10				
September 2021:				
September 2022:				
September 2023:				